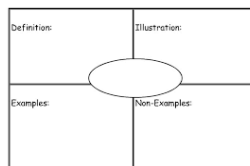


# Introducing Summary

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1. Explain the **why** before the **what**. Why is summary an important skill?
  - “Summary is a basic cognitive skill and a general process of reading and composing meaning...” (Wilhelm, Smith, & Fredricksen 82).
  - “...summarization is among the top nine most effective teaching strategies in the history of education” (Marzano, Pickering, and Pollock).
  - “...it is a strategy that will open a topic for [students’] minds and will make the content stick. It leads students to the comprehension and retention that is the goal of learning” (Wormeli 6).
2. Understand the skills and requirements of summarization. It requires:
  - setting a purpose.
  - sharing models of successful summary writing.
  - identifying and understanding text structures.
  - identifying signal words and transitions.
  - metacognition and rereading.
  - marking up the text or annotating as one reads.
  - understanding the difference between summary and paraphrase.
  - using an objective voice versus subjective.
  - using the skills of condensing, deleting, combining, and rearranging words and sentences.
3. Utilize many different approaches for summary skills.
  - **Written summary:** sharing the main points in a brief, concise paragraph
  - **3-2-1:** use a prompt for each number. You might ask students to write three new things learned, two places of confusion, and one surprising idea.
  - **Organizers:** create charts and tables to complete with information from the text. T-charts and lists work as well.
  - **Body Bio:** trace the body of a student and then add information relevant to the head, heart, feet, spine that makes sense.
  - **Songs:** create songs as mnemonic devices to remember key information.
  - **Frayer Model:** chart showing what it is and is not (like an extended definition).



- **PQRST:** preview parts, develop questions, read the text, state the big idea, test yourself.
- **Save the Last Word for Me:** students identify three sentences to discuss in a group. After reading one sentence, the group members each respond to it. After all members have responded, the person who stated the line has the last word.
- **Be creative!** Bumper stickers, commercials, movie critiques, brochures, <sup>1</sup>posters, post cards, picture books, CD covers, bulletin boards.